

Assessment for Decision Making: *Assessment Types*

WORD BANK

Ongoing Child Assessment | Program Assessment | Developmental Screening | Diagnostic Evaluation

1. _____: Observations and documentation used to track children’s developmental progress and guide instructional decisions.
2. _____: Tool used to indicate when a child should receive further diagnostic evaluation.
3. _____: Assessment to diagnose particular developmental delays, conducted by specialists.
4. _____: Assessment of different aspects of program practices to set and monitor goals for program improvement, conducted by staff or outside evaluators.

Ingrid closely observes Nico and other children in her care during their day-to-day interactions and documents examples of their development and learning, which is called **ongoing child assessment**. Ingrid uses ongoing child assessments and documentation to follow children’s developmental progress. She may use this information to complete the Desired Results Developmental Profile-Preschool © (DRDP-PS ©), which is an assessment of children’s developmental progress. Knowledge of children’s development informs Ingrid’s interactions with children and helps her plan individual and group learning experiences. Ongoing child assessment is used to inform instructional decisions and is sometimes called formative assessment.

Early in the school year, Ingrid works with children’s families to complete a **developmental screening** to check for any potential developmental concerns. Some screenings are completed by the child’s family, like the Ages & Stages Questionnaires™ (ASQ™), while other screenings are conducted by the teacher/provider. The screening indicates that Nico has not met some developmental milestones in language development.

Ingrid refers Nico to a specialist for further **diagnostic evaluation** to determine if he has any developmental delays.

In addition to assessment that focuses on children, **program assessment** (sometimes called program evaluation) also can be useful. To set and monitor goals for program improvement, staff or outside evaluators can assess the quality of program practices such as the design of learning environments or interactions between teachers/providers and children. Ingrid can use information from this type of assessment to improve her teaching practices.